

Unit 1 How are things?

Get ready to listen and speak

Read the instructions and each phrase to the class. Put students into pairs and get them to do the exercise together.

A Listening – Beginning and ending a conversation

1–3 Before students begin, write the following questions on the board: *Where are they? Who is he? What is she wearing? What do you think they are saying to each other?* Put students into pairs and get them to discuss their answers together. After checking answers, ask students to call out if they think each situation (a, b, c and d) is formal or informal. Finally, put students into small groups and tell them to role play each situation.

B Listening – A friendly chat

1–2 Before students begin, ask the class to look at the pictures and ask *Who are they? What nationality are they? Where do they work?* etc. Play the recordings and get students to do the exercises. Then check their answers.

Did you know ...?

Read aloud the text and ask students what languages people in their country speak. Ask what the most popular languages to learn are.

C Speaking – Reacting to what you hear

- 1 Read the instructions and the examples to the class.
- 2 After students finish, emphasize that *Me too* and *Me neither* are used only when agreeing (to either positive or negative statements). Give an example, by saying *I come to school by train* and encouraging students to call out *Me too*, if they also come to school by train (likewise with the sentence *I don't come to school by bus* (*Me neither*)). Then put them into pairs to take turns making statements and responding with *Me too* or *Me neither*.

Focus on ... So...I, Neither...I

Before doing the exercise, highlight the fact that *So+* auxiliary verb + subject means the same as *Me too*, and *Neither +* auxiliary verb + subject means the same as *Me neither*. After checking answers, put students into small groups and tell them to find at least five things they all have in common. Explain they should make statements and respond with *So...I* and *Neither... I*. Get feedback from the class.

D Speaking – Maintaining a conversation

- 1 Read the instructions and elicit/explain that follow-up questions are questions we ask to find out more information about something we have just heard. Give an example, by saying *I come to school by train* and encouraging students to call out questions, e.g. *What time train do you get?*

- 2 Do a as an example then ask students to work alone to think of another two questions for each sentence b-e. Then get them to compare what they have written in small groups. Write a selection of the class's answers on the board, encouraging students to check their grammar and spelling is correct.
- 3 Read the instructions and example to the class, play the recording and stop after the first statement to make sure everyone has understood. Then get students to do the rest of the exercise.

Class bonus

Demonstrate the activity first by making five statements about your last holiday, e.g. *I went to the coast* and encouraging students to call out follow-up questions.

Sound smart – Intonation in question tags

Before doing the exercise, write example A on the board and underline the question tag, eliciting from students (or telling them) that it is indeed a question tag. Point out that it is a short question at the end of a statement. Using question tags is a very effective way of involving someone in a conversation and keeping it going.

Without looking at their books, play the recording and ask students what the difference between the pronunciation of the two sentences is, and why they are different. Elicit/Explain that the speaker's voice goes *up* on a question tag to ask a genuine question, but *down* on a question tag when asking for agreement. Get students to do the exercise. After students finish, have them practise in pairs. Tell students to take turns to make a statement while their partner has to add a question tag. Give an example first, such as *This class is an hour long*, and encourage students to call out *isn't it?* Have them say the tag with both a rising and a falling intonation, to highlight the difference between asking a question and asking for confirmation.

Focus on ... question tags

Read the instructions and examples to the class and get students to do the exercise. After checking answers, you may wish to put students into pairs and have them write five similar statements with a line after. When they are ready, have students swap their work and add the missing question tags.

E Listening – Expressing opinions

- 1–3 Read the instructions to the class, get students to do the exercises, and then check their answers. Afterwards, get students to discuss the topics in Exercise 1 (i.e. smoking, exams, etc.). Encourage them to use the expressions provided.

F Speaking – Defending opinions

- 1 Get students to work alone initially before working with a partner. Then check the answers with the class.
- 2–4 Students do these exercises as a class

Unit 2 Can I take your coat?

Before students arrive in class, write the letters from the word *restaurant* in a jumbled order on the board. Put students into pairs and ask them to make as many words as they can using each letter only once (e.g. *rat, star, tuna, stature*). After a set time, ask the pair with the most words to write theirs on the board. Ask for one more word from each other pair. Correct as necessary, and encourage students to record any new vocabulary in their notes.

Get ready to listen and speak

- Read the question and the different kinds of restaurant to the class. Put students into pairs and get them to talk about which type of restaurant they prefer, and to ask and answer follow-up questions. Get feedback from the class.
- Encourage students to work alone to write down their usual choices, including starter, main and dessert (or equivalent in their countries). Then ask them to compare with a partner. Get feedback from the class.

A Listening – In a restaurant

- 1 Before students begin, put them into pairs and ask them to tell each other what they like to do on their birthday. Play the recording and then ask students to compare their answers in pairs. Then check the answers with the class.
- 2 Play the recording and then ask students to compare their answers in pairs. Then check the answers with the class.
- 3 Read the instructions to the class and then ask them to work in pairs to predict what the words are going to be. Collate ideas on the board. Play the recording and then check the answers with the class, referring back to the board to see how much they had guessed correctly. By doing this, students will see how useful predicting answers can be.
Next, ask students to practise each of the short conversations in Exercise 3 in pairs.

Focus on ... describing food

After checking answers, put students into pairs and get them to discuss the kinds of food they like and dislike, encouraging them to use as much vocabulary from this section as possible.

B Listening – Deciding what to have

- 1–2 Before students begin, get them to read the menu, and to tell their partner what they know (if anything) about the dishes they see. Play the recording and get students to do the exercises, before checking the answers with the class.

Learning tip

Reinforce the fact that there are many difference accents, both in native English-speaking countries and among people whose first language is not English. Emphasize to students that there is no 'correct' pronunciation.

Sound smart – The schwa /ə/

Pronounce and encourage students to produce the schwa. Explain that it appears in unstressed syllables. After playing the recordings, ask students to practise pronouncing these words with their partner. Monitor closely.

C Speaking – After a meal

- 1 Read the instructions and the expressions to the class, before eliciting/explaining the meanings of the bold phrases (referring to the **Did you know... ?** section).
- 2 Get students to work alone initially and write their answers, before comparing with a partner. Monitor closely before playing the recording. Check answers with the class.
- 3 Read the instructions to the class, pause the recording after the first statement and make sure students understand what to do. After students finish, ask them to role play a short conversation at the end of the meal. They each want to pay the bill.

D Speaking – Dealing with problems

- 1–2 Read the instructions to the class and get students to work alone initially, before working with a partner to compare their answers. Then check the answers with the class.
- 3 Read the instructions to the class and get students to do the exercise.
- 4 Read the instructions to the class. Encourage students to use the vocabulary from Exercise 1. Put them into pairs and get them to do the exercise together. Monitor and check for accuracy.

E Listening – Describing restaurants

- 1 Get students to read through the review form to prepare themselves. Elicit/Explain the meaning of *atmosphere*. Play the recording and then check the answers.
- 2 Get students to read the notes and try to predict the answers (or at least the word class, e.g. adjective) with a partner. Then play the recording.
After checking answers, put students into small groups and ask them to imagine they own a restaurant together and to invent a name for it. Get them to make a poster to advertize it using as much of the vocabulary from Exercises 1 and 2 as possible.

Class bonus

Rearrange the desks in the classroom into 'tables'. Send the customers outside, get them to enter the restaurant in groups and the waiters to show them to their tables. They can order from the menu on page 15. Later, get students to complain about something, waiters to respond and the manager to try to keep the customers happy! Monitor and make a note of any errors you hear, to review later.

Unit 3 I'm looking for a flat

In pairs, get students to brainstorm all the different kinds of buildings people can live in, e.g. *a flat*. Collate students' ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions and then get students to do the first two exercises, before checking the answers. For the last two exercises, get students to work with a partner to discuss their answers, before getting feedback.

A Listening – Explaining your requirements

- 1 Read the instructions and the two questions to the class and elicit/explain the meanings of *rent*, *agency* and *agent*.
- 2 Elicit/Explain the meaning of *requirement* and the symbol €. Get students to read the form before they listen again and try to remember the answers with their partner. Check the answers with the class.
- 3 Read the instructions and the addresses to the class and get students to do the exercise. After checking answers, ask students in pairs to talk about where they live at the moment using the form to guide them.

B Speaking – Finding the right property

- 1 Elicit/Explain the meaning of *acre*. Get students to work alone initially, before checking their answers with a partner.
- 2 Get students to work in pairs to do this exercise, before checking answers with the class.
- 3 Read the instructions to the class and do the example with them, before getting them to work with a partner. Encourage them to use vocabulary from Exercise 1.

Focus on ... comparatives and superlatives

Before doing the exercise, ask students to tell their partner everything they know about comparative and superlatives. Collate correct ideas on the board, e.g. *Good is irregular, and its comparative and superlative forms are better and best*. Then get students to do the exercise.

After checking answers, put students into groups and have them compare where they all live. When they finish, have groups report their findings to the class. For example, *Hugo's apartment is in the most convenient location, because it's next to the station, but it's smaller than everyone else's*.

C Listening – Checking the financial side

- 1–2 Read the instructions to the class. Elicit/Explain the meaning of *deposit*. Get students to read the questions so that they are prepared to listen. After students finish, put them into pairs to role play the conversation.

D Listening – Making sure of the facts

- 1 Read the instructions to the class. Elicit/Explain the meanings of *tenancy agreement*, *sub-let* and *notice*. Get students to read the questions so that they are prepared to listen. Then play the recording and check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meanings of *evict*, *terms*, *lease*, *expire*. Get students to read the sentences and try to remember if they are true or false with a partner. Play the recording for them to check, then tell them the answers. Afterwards, put them into pairs and tell them to try to remember all the conditions of Hassan's tenancy agreement.

E Speaking – Getting what you want

- 1 Read the instructions to the class and do the first expression as an example. Get students to categorize the other expressions with a partner. Check the answers with the class.
- 2–3 Read the instructions to the class and do the first one as an example. Elicit/Explain the meaning of *landlord*. Get students to do the others with a partner. Encourage students to use the vocabulary in Exercise 1.

F Listening – Dealing with problems

Read the instructions to the class. Elicit/Explain the meaning of *tenant*. Get students to read through the table so that they are prepared to listen. Listen to the recording and then check the answers with the class.

After students finish, put them into pairs to role play the conversation, referring to the information in the chart.

G Speaking – Overcoming difficulties

- 1 Read the instructions to the class. Get students to read the sentences so that they are prepared to listen. Play the recording and then check the answers with the class.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *forcefully*, *blocked*, *roof*, *leak*, and *lawn*. Do the first one as an example. Get students to do the others with a partner.

Class bonus

Before they begin, make sure you give students who are role playing tenants enough time to make a list of things they would like to change and problems they want to be fixed. Students who are role playing rental agents can use the time to anticipate points they will hear and prepare their responses.

Unit 4 I'd like a refund, please

Put students into pairs and give them one minute to brainstorm as many words beginning with the letters *re-* as they can, with one of them writing their ideas down. Write the winning pair's words on the board, encouraging the class to write down any new vocabulary. Elicit *refund* and *receipt* if they have not already been proffered.

Get ready to listen and speak

- Read the instructions and do the first one as an example. Put students into pairs and get them to do the others together.
- Read the instructions to the class. Play the recording and pause it after the first statement so that you can do it as a class. Play the rest of the recording, and then check answers.

A Listening – In a shop

- 1 Focus students on the photograph, and write the following questions on the board: *Who's in the photo? Where are they? What are they doing? How do they feel? What are they saying?* Get students to discuss these with a partner to prepare themselves for listening. Read the instructions to the class. Get students to read the questions. Play the recording and then check the answers. Check the meaning of *shrink*.
- 2 Read the instructions to the class. Get students to read the form to prepare themselves for listening. Play the recording and then check the answers. Next, put students into pairs to role play the conversation, using the information in Exercises 1 and 2 to guide them if they wish.

B Speaking – Returning items

- 1–2 Read the instructions and examples to the class.
- 3 Read the instructions to the class and do the first one as an example. Elicit/Explain the meaning of *vase* and *fall apart*. Put students into pairs and get them to do the others.

Sound smart – Showing emotion

Without looking at the book, play the recording and elicit from the class what the difference between the pronunciations of the two sentences is. Then read the instructions in the book, before getting students to do the exercises. Check the answers. Then put students into pairs. Explain they should take turns to say a sentence in a different way each time. Their partner must listen and try to identify the emotion they are trying to express.

C Listening – Understanding shop policy

Read the instructions to the class. Elicit/Explain the meaning of *straight away*. Get students to read the statements so that they are prepared to listen. Play the recording and then check answers with the class.

D Listening – Finding out more about a product

- 1 Read the instructions to the class. Play the recording and pause after question a to make sure everyone understands what to do. Play the rest of the recording. Check answers with the class.

- 2 Read the instructions to the class. Put students in pairs to try and remember the questions. Then play the recording, before checking answers with the class. Write the answers on the board so that students can check their spelling.
- 3 Read the instructions to the class. Play the recording again. Then ask the class the question. Next, put them into pairs and tell them to think of a different product (or assign pairs a different product each) and make a list of useful questions to ask. When they are ready, have them read their questions to their classmates. Can they guess the product?
- 4 Read the instructions to the class. Elicit/Explain the meaning of *LCD*. Play the recording and then check the answers.
- 5 Read the instructions and get students to read the labels to prepare themselves for listening. Play the recording and then check the answers.

E Listening – Bargaining

- 1 Read the instructions to the class. Elicit/Explain the meaning of *haggle* and *stallholder*. Get students to read the sentences to prepare themselves for listening. Play the recording and then check the answers with the class.
- 2 Read the instructions to the class. Get students to work with a partner and try to remember the missing words. Play the recording and then check the answers with the class. Next, tell them to turn to the Audioscript. Have them practise the conversation in pairs, trying to copy the stress, rhythm and intonation as closely as they can.

F Speaking – Negotiating the price

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class. Play the first offer then pause the recording. Do this one as an example for the class. Play the rest of the recording, encouraging students to use the expressions in Exercise 1.

Class bonus

This works well as a whole class activity. Before they begin, make sure you give students who are role playing stallholders enough time to make a list of things they have to sell and the prices they want to ask. Students who are role playing customers can use the time to decide what they want to buy and prepare to haggle. You will then need to rearrange the desks in the classroom into 'stalls'. Monitor and make a note of any errors you hear, to review later.

Extra practice

Put students into groups for this activity. Encourage students to ask questions for more information about each item.

Unit 5 Is there anything on?

Put students into pairs and ask them to brainstorm different things they can watch on TV, e.g. *dramas, the weather forecast, different kinds of films, documentaries* etc. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

- Read the question and answers to the class. Elicit/Explain the meaning of *telly addict*. Do a class vote.
- Read the instructions to the class. Go over the example. Get students to do the exercise in pairs. When checking answers, write them on the board so that students can check the spellings.
- Get students to answer the question in pairs.

Did you know ...?

Ask students to call out any films from their country which have received international success.

A Listening – A film review

- 1 Read the instructions to the class, play the recording and then check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *weak*. Play the recording and pause after you have heard the information about the first statement to make sure students understand. Then play the rest of the recording and check the answers.

B Speaking – Describing films

- 1 Read the instructions to the class. Students may need dictionaries to help them with this exercise, preferably monolingual. Check the answers with class, asking concept questions to make sure students understand the meanings of the words.
- 2 Read the instructions to the class, play the recording and then check the answers.
- 3 Read the instructions to the class. Give students a specific time in which to answer the questions. Students may need/prefer to use the Internet for this activity, if possible.
- 4 Read the instructions to the class. Give them a set time to complete the exercise. Monitor and note errors to correct with the class at a later stage.

C Listening – Describing TV programmes

- 1 Read the instructions and the programme types to the class. Elicit the meaning of *soap opera*.
- 2–4 Read the instructions, play the recordings and then check the answers.
After checking answers, put students into small groups to discuss which types of programme they enjoy, which they do not, and why.

D Listening – Listening to the news

- 1 Before students begin, ask them how often they watch or listen to the news. Read the instructions and elicit/explain the meaning of *headline*. Play the recording and then check the answer.
- 2 Read the instructions and get students in pairs to try to remember the topics that were mentioned. Then play the recording and check the answers.
- 3 Read the instructions and then play the recording until you have heard the key points in the first headline. Then pause the recording to make sure students understand what to do.
- 4 Read the instructions. Elicit/Explain the meanings of *overtake, dominant* and *reform*. Give students some time to read through the questions to prepare themselves for listening. Play the recording and then check the answers.

Learning tip

Tell students that occasionally when they watch the news on TV, they could try turning the volume off. Explain that if they simply look at the pictures and imagine what is being said (in English), this is a good way to practise the language.

E Speaking – Talking about the news

- 1 Read the question and give students some time to read the answers and choose the correct one. Get them to compare with a partner before checking the answer with the class.
- 2 Read the instructions, play the recording and get students to compare what they have written with a partner. Next, get students to change partners and give them a set time to give spoken summaries of the news story.

F Listening – Making predictions

- 1 Read the instructions and elicit/explain the meaning of *global warming*. Get students to work with partner to do the exercise. Collate their ideas on the board.
- 2 Focus students on the list on the board and tell them to listen to see if the ideas are mentioned in the report. Play the recording and check answers with the class.
- 3 Read the instructions. Play the recording and nominate a different student at each pause to call out what he/she thinks will come next.

Sound smart – Stress and rhythm

Get students to do the exercises, checking the answers to the second one. Afterwards, put them into pairs and have them practise reading the news report on page 91, reading aloud alternate sentences with their partner.

Class bonus

If possible, try to record students when they give their radio show so that they can evaluate their performance.

Unit 6 I've got a pain in my arm

Review vocabulary of the body. Bring in large pieces of paper and put students into pairs, asking them to draw the outline of a person from head to toe. Next dictate some words (e.g. *throat, shoulder, chest, ankle, stomach*, etc.) and ask students to write them in the correct place on their drawings.

Get ready to listen and speak

- Read the instructions to the class and get students to do this exercise in pairs. Collate ideas on the board, encouraging students to write down any new vocabulary.
- Read the instructions to the class. Students may need to use dictionaries for this exercise, preferably monolingual ones. Check the answers with the class, drilling the pronunciation of the words.
- Read the instructions to the class and get students to do the exercise. Again, they may need dictionaries to help them with this. Next, put students into pairs and get them to discuss their answers.

A Listening – At the doctor's

- 1 Read the instructions to the class. Get them to think about what the answers could be with a partner. Play the recording for them to check their answers. Afterwards, write the correct answers on the board so that students can check their spellings. Elicit/Explain the meaning of *symptom*.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *severe*. Give students time to write their answers and compare with a partner. Play the recording and then check their answers, writing them on the board to confirm spellings. Afterwards, put students into pairs and ask them to role play a similar conversation using questions 1–7.

Focus on ... describing health problems

Read the instructions to the class. Students may need to use dictionaries to help them with these exercises. Check the answers. Afterwards, divide the class into groups. Explain you will say a word and the first group to make a sentence using the word correctly gets one point. Give an example such as *tickly* > *I had a tickly cough so I took some medicine last night*.

B Speaking – Explaining what's wrong

- 1 Read the instructions and the examples to the class.
- 2–3 Read the instructions to the class. Play the recordings, pausing after the first question to make sure students understand what they have to do. Monitor this exercise carefully, making individual corrections.
- 4 Read the instructions to the class. Put students into pairs and get them to work in pairs to list the symptoms of each health problem. Monitor closely. Then give students different partners and get them to role play the conversations between patient and doctor.

C Listening – Getting a diagnosis

- 1 Focus students on the illustrations and ask them to describe what they can see to a partner. Read the instructions, play the recording and then check the answer.
- 2 Get students to answer these two questions with a partner. Check the answers with the class. Elicit/Explain the meanings of *rash* and *blotch*.
- 3 Read the instructions to the class. Give students some time to read the statements. Get them to work with a partner to try and remember the answers. Then play the recording and get them to check their answers. Confirm answers with the class.

D Listening – Understanding the doctor's instructions

- 1 Read the instructions and the questions to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meanings of *mild*. Give students some time to read through the chart to prepare themselves for listening. Play the recording and then check the answers.
- 3 Read through the instructions to the class. Give students time to read through the statements to prepare themselves for listening. Play the recording and then check the answers.

E Speaking – Reacting to news

- 1–2 Read the instructions to the class. Give students some time to read the conversation before getting them to do the exercise with a partner. Check answers with the class.
- 3 Read the instructions to the class. Play the recording and pause after the first statement to make sure students understand what to do. Play the rest of the recording, encouraging students to use the language in Exercise 2. After students finish, put them into groups and tell them to take turns to make a statement similar to those they have just heard. Their classmates should respond using an appropriate expression. Monitor this exercise closely, making individual corrections as necessary.

Sound smart – Linking /w/ and /j/

Read the instructions and play the examples to the class. Get students to do the exercise with a partner and then play the recording so that they can check their answers. Confirm answers with the class. Play the recording again so that they can repeat.

Class bonus

This works well as a whole-class activity. Before they begin, make sure you give students who are role playing patients enough time to make a list of imaginary health problems they have. Students who are role playing doctors can use the time to anticipate what health problems they may face and to decide what diagnosis and instructions they can give. Before they begin, you could also rearrange the desks in the classroom into doctors' surgeries. Monitor and make a note of any errors you hear, to review later.

Unit 7 I could do with a break

Write the word *holiday* on the board. Ask students for questions they could ask their partner about holidays, e.g. *What countries have you travelled to? Where would you like to go that you haven't been to yet?*, etc. Write students' contributions on the board, correcting grammar where necessary. Include the book's *Who do you prefer to travel with?* and *Which is the best way to travel?* Put students into small groups to ask and answer the questions.

Get ready to listen and speak

For the first two questions, have a class vote to see what the most popular answers are. Put students into pairs to do the third exercise. Check answers with the class.

A Listening – Types of holiday

- 1 Read the instructions to the class and play the recording. When checking answers, write them on the board so that students can check their spellings.
- 2 Make sure students read the **Learning tip** before doing this exercise. Read the instructions to the class. Give students some time to read through the expressions. Put them into pairs and get them to try and remember the missing words. Play the recording again so that they can check their answers. Confirm answers with the class and write them on the board so that students can check their spellings.

B Listening – Choosing a holiday

- 1 Before students begin, write ways to describe time and distance on the board: (time) *It takes about four hours*, (time/distance) *It's about an hour/fifty miles away* (place) *It's not far from Calgary*. Have students call out examples that are true in their lives, for example *I live about three miles away*. Read the instructions to the class. Give students some time to read through the form. Play the recording and then check the answers.
- 2 Read the instructions and the questions to the class. Put them into pairs and get them to try and remember the answers. Play the recording again and then check the answers. Afterwards, put students into pairs to work out how much this holiday will cost the Carters. Ask students if they feel the price is reasonable, and if they would like to go on the same holiday. You might wish to point out Mr. Carter's use of *dear* ('*isn't it, dear?*')

C Speaking – Travel tips

- 1–2 Read the instructions to the class, pair students and get them to do the exercises together. Check the answers with the class.
- 3 Read the instructions to the class, play the recording and pause after the first question to make sure students understand what to do. Play the rest of the recording.

Focus on ... phrasal verbs

Elicit/Explain what a *phrasal verb* is. Read the instructions, get students to do the exercise and then check the answers. After checking answers, put students into pairs and tell them to make three sentences using some of the phrasal verbs. Write some of their ideas on the board.

D Speaking – Booking a day trip

- 1 Read the instructions and the questions to the class. Elicit/Explain the meaning of *hidden extra*.
- 2 Read the instructions to the class. Play the recording and pause after the first sentence to make sure that students understand what to do. Play the rest of the recording.
- 3 Read the instructions to the class. Put students into pairs and get them to do the exercise. Check students' answers by writing them on the board so that they can check their spellings. After students finish, put them into groups to talk about a day trip or excursion they have been on. Tell them to ask and answer the questions in Exercise 1, reminding them to change them into the Past Simple, e.g. *What time did it leave?*

F Listening – Renting a car

- 1 Read the instructions to the class. Give students some time to read the questions. Put them into pairs and get them to predict what the answers might be. Play the recording so that they can check their answers. Write the answers on the board so that they can check their spellings.
- 2 Read the instructions to the class, play the recording and then check the answers.
- 3 Focus students on the form. Read the instructions to the class. Play the recording and then check the answers.
- 4 Read the instructions to the class. Play the recording again and then check students' answers. After students finish, put them into pairs to role play a conversation between a car rental clerk and a tourist.

Sound smart – Missing sounds – /t/, /d/ and /h/

Read the instructions and play the examples to the class. Put students into pairs and get them to do the second exercise together. Play the recording so that students can check their answers. Confirm their answers. Play the recording again so students can repeat.

Unit 8 It's an amazing place!

Write the alphabet in two lists on the board. Divide your class into two teams, giving each a different coloured board pen. Tell the class that you would like to see one different world city (in English) for every letter of the alphabet. One student from each team runs to the board and writes a city next to a letter, before running back to his/her team and giving the pen to the next student, who then does the same. Only one city can be written beside each letter. After a few minutes, stop the game and count up which team has written the most words on the board. Make any spelling corrections if necessary.

Get ready to listen and speak

Elicit/Explain the meaning of *sightseeing*. Put students into pairs, get them to do the exercises and then check the answers.

Did you know ...?

Read aloud the information, then ask students to think of other cities they think are popular with tourists, and to explain why.

A Listening – A short break

- 1 Focus students on the photograph and elicit that it is Paris. Ask students if they have ever been to Paris or if they would like to go. Read the instructions and the topics to the class, play the recording and then check the answers.
- 2 Read the instructions to the class. Get students to read the statements. Put students into pairs and get them to try and remember the answers together. Play the recording again and then check the answers.
- 3 Read the questions to the class. Get students to answer the questions in pairs. Check the answers. After checking answers, tell students to close their books and try to remember everything they can that Emmanuel says about Paris.

Focus on ... describing places

Read the instructions and get students to do the exercise. They may need to use dictionaries to help them with this, preferably monolingual ones.

After checking answers, put students into pairs and tell them to describe their hometowns using the adjectives.

B Speaking – Finding out information (1)

- 1 Read the instructions and the extract to the class. Elicit the answer from the class.
- 2 Read the instructions and the expressions to the class. Point out that all these ways of making requests are less direct and more polite than saying simply *Can you/Could you...?*
- 3 Read the instructions to the class. Form the first question as an example. Put students into pairs and get them to form the others, encouraging them to use language from Exercises 1 and 2. Monitor this exercise carefully, making individual corrections as necessary.

C Speaking – Finding out information (2)

- 1 Read the instructions and the questions. Get students to do the exercise, before comparing in pairs. Check the answers with the class.
- 2 Read the instructions to the class and form the first question as an example. Put students into pairs and get them to form the other questions. Monitor this activity carefully and make individual corrections as necessary.

D Listening – Following a talk

- 1 Focus students on the photograph and elicit that it is Lima in Peru. Ask the class what they know about Peru and write their ideas on the board.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *found*. Give students some time to read the sentences. Put them into pairs and get them to try and predict the answers, or at least the kind of answer (e.g. a number). Play the recording. Check the answers by writing them on the board so that students can check their spellings.
- 3 Read the instructions to the class. Elicit/Explain the meaning of *colony* and *survive*. Get students to do the exercise and then check the answers. After students finish, put them into pairs and tell them to repeat everything they can remember about Peru. You might wish to make some true or false statements and have students call out the answers. For example, *Lima is the capital of Ecuador.* (False. *It is the capital of Peru*)

Sound smart – Linking consonant-vowel

Read the instructions and play the examples. Put students into pairs and get them to do the exercise. Play the recording so that they can check. Confirm their answers. Play the recording again so that they can repeat.

E Speaking – Asking questions

- 1 Read the instructions and expressions to the class.
- 2 Read the instructions, play the recording and then check the answers.
- 3 Read the instructions to the class. Play the recording and pause after the first beep to make sure students understand what to do. Play the rest of the recording, encouraging students to use the language in Exercise 1.

F Speaking – Requesting more information

- 1 Read the instructions and the extract to the class. Get students to do the exercise. Check the answer.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Play the recording and pause after the first beep to make sure students understand what to do. Play the rest of the recording, encouraging students to use the language from Exercises 1 and 2.

Unit 9 Shall we say five o'clock?

Begin by asking students how many prepositions there are in English (approximately 150). Get students to call out the prepositions they know and write them on the board, e.g. *with*.

Get ready to listen and speak

Read the instructions to the class, and get them to do the exercises. Check the answers with the class.

A Listening – Asking for services

- 1 Make sure students read the **Learning tip** before doing Exercise 1, and give some examples. Focus students on the illustration. Put them into pairs and ask them to discuss what they can see. Afterwards, elicit/explain *photocopier*. Read the instructions to the class. Elicit/Explain the meaning of *marketing agency*, *supplies*, *guarantee* and *fix*. Get students to read the questions so that they are prepared to listen. Play the recording and then check the answers.
- 2–3 Read the instructions and the answers. Elicit/Explain the meaning of *uncooperative* and its pronunciation. Get students to do the exercises in pairs and then check the answers.

B Speaking – Making appointments

- 1 Read the instructions and the expressions to the class. Point out that *What about.../How about...?* (for example, *What about three o'clock?*) are less formal than *Shall we say three o'clock?*
- 2 Read the instructions to the class, play the recording and then check the answer.
- 3 Read the instructions to the class and do the first one as an example. Put students into pairs and get them to do the others.
- 4 Read the instructions to the class. Play a and then pause the recording to make sure students understand what to do. Encourage them to use the language in Exercise 1. Afterwards, put them into pairs to practise role playing short conversations of their own in which they fix times.

C Speaking – Getting what you want

- 1 Read the instructions to the class. Give students some time to read the extract and answer the question. Check the answer with the class.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Elicit/Explain the meaning of *maintenance department*, *crash*, *disrupt*, *courier*, *out of order*, *productivity*. Give students some time to read the sentences to prepare themselves. Play a and pause the recording to make sure students understand. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.

D Listening – A hard sell

- 1 Before students begin, ask the class questions about the picture, for example, *Where are they? Who is he?* Read the instructions to the class. Elicit/Explain the meanings of *potential* and *insurance*. Get students to read the questions and check any unknown vocabulary in a dictionary. Play the recording and then check the answers.
- 2 Read the instructions and the questions to the class. Elicit/Explain the meanings of *benefit* and *incentive*. Put students into pairs and get them to try to remember the answers. Play the recording and then check the answers.

Did you know ...?

Read aloud the text and ask students which method of selling they think is used most in their country.

Focus on ... conditionals

Before students begin, you may wish to review the form of the first conditional (*If* + present, future) and to point out that the *if* clause can come either at the beginning or end of the sentence. Read the instructions to the class, get students to do the exercises and then check the answers.

E Speaking – Negotiating

- 1 Read the instructions and the extract to the class.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *in bulk*. Play the recording and get students to do the exercise.
- 3 Read the questions to the class. Elicit/Explain the meaning of *deal*. Put students into pairs and get them to answer the questions together. Check the answers.
- 4 Read the instructions to the class. Elicit/Explain the meaning of *reduction*. Do the first one as an example. Put students into pairs and get them to do the others.

Sound smart – Using stress for emphasis

Read the instructions and play the examples to the class. Put students into pairs and get them to do the second exercise. Play the recording so that they can check their answers. Confirm their answers. Play the recording again so that they can repeat. When students finish, put them into pairs to practise making similar short conversations using stress for emphasis. Monitor and provide help as needed.

Unit 10 I'd like to open an account

Put students into pairs and ask them to brainstorm the vocabulary they know related to banks. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions to the class. Tell students that an ATM (Automated Teller Machine) is usually called a *cash machine* or a *cashpoint* in the UK. Get students to do the exercise and then check the answers.

Afterwards, put students into pairs to and write these questions on the board: *When was the last time you wrote a cheque? Do you always carry a bank card with you? How often do you use an ATM machine? Have you ever bought any traveller's cheques?* Tell them to ask and answer the questions together.

A Listening – At a bank

- 1 Read the instructions to the class. Give students some time to read the notes to prepare themselves for listening. Play the recording. Check answers by writing them on the board so that students can check their spellings.
- 2 Read the instructions to the class. Play the recording and check the answers.
- 3 Make sure students read the **Learning tip** before doing this exercise. Tell students that learning what not to note is an important skill.
Read the instructions to the class. Play the recording and check the answers.
Afterwards, put them into pairs and ask them to tell each other which of the services in Exercise 1 they have asked for in a bank.

B Listening – Understanding details

- 1 Read the instructions to the class, play the recording and then check the answer.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *withdraw* and *withdrawal*. Play the recording and then check the answers.
After students finish, get them to choose which account they think is the best for them.

C Speaking – Confirming details

- 1 Read the instructions to the class. Give students some time to read the extract. Put students into pairs and get them to do the exercise together. Check the answer.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Play the recording and pause after a to check that students understand. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.

D Speaking – Asking about terms you don't understand

- 1 Read the instructions to the class. Give students some time to read the extract. Put students into pairs and get them to do the exercise together. Check the answer.
- 2 Read the instructions and the expressions to the class.
- 3 Read the instructions to the class. Play the recording and pause after a to check that students understand. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.
After students finish, put them into pairs and tell them to take turns to role play the same conversations from memory. Can they remember what each term means?

Focus on ... conditionals

Before students begin, you may wish to review the form of the first conditional (*If* + present, future) and to point out that the *if* clause can come either at the beginning or end of the sentence. Read the instructions to the class, get students to do the exercise and then check the answers.

After students finish, put them into pairs and tell them to make five similar sentences (i.e. with verbs and auxiliaries missing). Monitor and check for accuracy. Then have students exchange their work with another pair, and complete the exercise.

E Listening – In a post office

- 1 Read the instructions to the class. Give students some time to read the list of services to prepare themselves for listening. They may need to use dictionaries to check meanings of unknown words. Play the recording and then check the answers.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *package*, *label* and *surface mail*. Give students some time to read the questions to prepare themselves for listening. Play the recording and then check the answers.
- 3 Read the instructions to the class. Give students some time to read through the label to prepare themselves for listening. Play the recording and then check the answers.
- 4 Read the instructions to the class. Give students some time to read through the charts. Put students into pairs and get them to try and remember the answers. Play the recording so that they can check their answers. Confirm their answers.

Sound smart – Corrective stress

Read the instructions and play the example to the class. Put students into pairs and get them to do the second exercise together. Play the recording so that they can check their answers. Confirm their answers. Play the recording again so that they can practise their pronunciation.

When students finish, put them into pairs to practise making similar short conversations using corrective stress. Monitor and provide help as needed.

Unit 11 My bag's been stolen

Write the following question on the board: *What telephone numbers do you know off by heart?* Explain the meaning of *off by heart*, put students into pairs and ask them to answer the question together. Get some feedback from the class, and try to include the number of the emergency services (999 in the UK).

Get ready to listen and speak

- Read the question and answers to the class. Elicit/Explain the meaning of *coastguard*. Put students into pairs and ask them to discuss answers to this question with a partner.
- Read the instructions to the class, put students into pairs and get students to do the exercise. Check answers by writing them on the board, encouraging students to write down any new vocabulary.
- Read the instructions to the class and get students to do the exercise. Check answers by writing them on the board so that students can check their spellings.

A Listening – Reporting a crime

- 1 Make sure students read the **Learning tip** before doing this exercise. Ask them if they have ever had anything stolen. Encourage students to talk about their experiences. Read the instructions to the class and get students to do the exercise. Students will probably need dictionaries so that they can check the meanings of any unknown words.
- 2 Read the instructions, play the recording and check the answers.
Afterwards, put students into pairs to role play the conversation from memory. If you wish, ask for two volunteers to act out the situation in front of the class.

Focus on ... adjectives to describe appearance

Read the instructions to the class and get them to do the exercise. Students may need dictionaries to help them with the meanings of unknown words, preferably monolingual ones. Check the answers.

B Speaking – Giving descriptions (1)

- 1 Read the instructions to the class. Give them some time to read the extract. Put them into pairs and get them to do the exercise together. Check the answer.
- 2 Put students into pairs to take turns describing someone from the pictures, including their clothes. Their partner must identify the correct person. Then get students to describe the appearances of other students in the class.

C Speaking – Giving descriptions (2)

- 1–2 Read the instructions to the class. Give them some time to read the examples. Put them into pairs and get them to do the exercises together. Check the answers.

Focus on ... order of adjectives

Read the instructions to the class and get them to do the exercise. Check the answers.

Afterwards, put them into pairs to take turns describing their own possessions.

D Listening – Calling the emergency services

- 1 Focus students on the pictures. Read the instructions to the class. Play the recording and then check the answer.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *operator*. Put students into pairs and get them to do the exercise together. Play the recording so that they can check their answers. Confirm their answers.
- 3 Read the instructions to the class. Play the recording and then check the answer.

E Speaking – Reporting an emergency

- 1 Read the instructions to the class.
- 2 Read the instructions and the situations to the class. Play the first question and answer it, as an example (*Ambulance, please*). Play the rest of the recording
Afterwards, put them into pairs and tell them to imagine one of them has just witnessed a serious incident. Explain they should call the emergency services. Their partner is the operator.

F Listening – Giving a statement to the police

- 1 Focus students on the map. Read the instructions to the class. Play the recording and then check the answer.
- 2 Read the instructions to the class. Give students some time to read the statements. Play the recording and then check the answers.

Sound smart – The schwa /ə/

Elicit the pronunciation of the schwa from the class. Encourage students to practise this sound in isolation. Read the instructions and play the example to the class. Put students into pairs and get them to do the exercise with a partner. Play the recording so that they can check their answers. Confirm their answers. Play the recording again so that they can repeat.

Class bonus

Put students into small groups. Tell them to prepare a role play of the whole situation they have just listened to. Explain they should decide which role each person will play, and what they can say at each stage of the situation. If you wish, ask students to imagine a different emergency situation. When they are ready, have them act out their role play in front of the class.

Unit 12 Can I take a message?

Put students into pairs and ask them to brainstorm ways of communicating (e.g. *letters, email*, etc). Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions and the phone types to the class. Get students to do the exercise. They may need to use dictionaries to help them, preferably monolingual ones. After students finish, put them into small groups to make a list of the difficulties of speaking on the phone rather than face-to-face. Then review ideas as a class.

A Listening – Taking a message

- 1 Focus students on the photo. Read the instructions to the class. Play the recording and then check the answer.
- 2 Read the instructions to the class. Give students time to read through the message slip. Put students into pairs and get them to try and remember the answers. Play the recording so that they can check their answers. Confirm their answers.

B Speaking – Getting it right

- 1–2 Read the instructions and the examples to the class. Point out that repeating important information back to the caller is a good way of making sure you have understood correctly. Also, it gives the caller the chance to confirm all the details are correct.
- 3 Read the instructions to the class. Emphasize the fact that they should focus on the key details, such as names, times, places, etc. Play the recording and pause after a to make sure students understand what to do. Then play the rest of the recording.

Focus on ... telephoning

Read the instructions to the class, get students to do the exercises and then check the answers. Afterwards, ask students to call out any more words or phrases connected with telephoning (e.g. *ring someone back*). Write their ideas on the board, encouraging students to write down any new vocabulary.

C Speaking – Making sure you have understood

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class. Play the recording and then check the answers.
- 3 Read the instructions to the class. Play the recording and pause after a to check that students have understood. Play the rest of the recording, encouraging students to use the language in Exercises 1 and 2.

Learning tip

Point out that *Hang on* used on its own is a very informal way to ask someone to wait or slow down.

D Listening – Note taking

Read the instructions to the class. Elicit/Explain the meaning of *query* and *client*. Give students some time to read through the notes so that they are prepared to listen. Play the recording and then check the answers.

Class bonus

Read the instructions to the class, put students into pairs and get them to do the exercise.

After they finish, tell students to use their notes to relay the message back to their partner. Their partner should listen carefully to check whether the message contains all the key information they gave.

Did you know ...?

Read the **Did you know... ?** box to the class. Get them to discuss with a partner whether they usually leave messages, and if not, why not. Then get them to brainstorm the things you should do when leaving a voicemail message. Get feedback from the class.

E Listening – Leaving a message

- 1 Read the instructions. Give students some time to read through the expressions so that they are prepared to listen. Play the recording and then check the answers by writing them on the board so that students can check their spellings.
- 2–3 Read through the questions. Put students into pairs and get them to do the exercises together. Check the answers.
- 4 Read the instructions, play the recording and then check the answers.

F Speaking – Leaving a voicemail message

- 1 Read the instructions to the class. Give students some time to read the steps. Put them into pairs and get them to do the exercise together. Check the answers.
- 2 Read the instructions to the class. Put students into pairs and get them to do the exercise together. Collate their ideas on the board, encouraging students to write down any new vocabulary.

Sound smart – Connected speech

Read the instructions and play the recordings, checking the answers to the second exercise. Then play the second recording again so that students can repeat.

Unit 13 Let's get started

Put students into pairs and get them to brainstorm different phrases and expressions including the word *meeting*. Examples include: *hold or call a meeting; be in a meeting, emergency meeting, a chance meeting*. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

Read the instructions to the class, get students to do the exercises and then check the answers. Ask concept questions about some of the more difficult vocabulary, e.g. *minutes*. Write *What makes a good meeting?* on the board, put students into pairs and get them to brainstorm different ideas. Collate them on the board.

A Listening – The language of meetings

- 1 Read the instructions to the class. Give students some time to read the sentences to prepare themselves for listening. Play the recording and then check the answers.
- 2 Read the instructions to the class, play the recording and then check the answers.
Afterwards, tell students individually to write three more sentences. When they are ready, tell them to find a partner and read aloud their sentences to each other. Can they identify the correct number of words they hear?
- 3 Read the instructions to the class, play the recording and then check the answers, writing them on the board so that students can check their spellings.
- 4 Read the instructions to the class and then play the recording so that students can repeat.
- 5–6 Read the instructions to the class, get students to do the exercises and then check the answers.
Then, put students into pairs to note any more expressions they can use for the same functions. Collate ideas on the board, encouraging students to write down any new vocabulary.

B Listening – Participating in a discussion

- 1 Read the instructions and the expressions to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read through the table to prepare themselves for listening. Play the recording and then check the answers.
Afterwards, put students into groups of four. Tell them to turn to the Audioscript and role play the conversation.

C Speaking – Asking for opinions

- 1 Read the instructions and play the examples. Play the recording again so that students can repeat.
- 2 Read the instructions and the questions to the class. Elicit/ Explain the meaning of the verb *to chair* and the noun *chair*. Ask if anyone has ever chaired a meeting. Play the recording and then check the answers.
- 3 Read the instructions to the class. Do the first one as an example. Put students into pairs and get them to do the rest.

D Speaking – Responding to suggestions

- 1 Read the instructions to the class. Give students some time to read the expressions. Put students into pairs and get them to do the exercise. Check the answers.
- 2 Read the instructions to the class. Play the recording and then check the answers.
- 3 Read the instructions to the class. Pause the recording after a to make sure students understand. Put students into pairs and get them to do the others, encouraging them to use the language from Exercise 1.

Sound smart – Intonation in questions

Read the instructions and play the examples. Put students into pairs and get them to do the exercise. Play the recording so that they can check their answers. Confirm their answers.

E Speaking – Clarifying what you mean

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *launch*. Pause the recording after a to make sure students understand. Put students into pairs and get them to do the others, encouraging them to use the language from Exercise 1.

F Listening – Finishing a meeting

- 1 Before doing the exercise, point out that towards the end of a meeting the chair often summarizes the main points to help clarify what has been decided and what action is needed.
Read the instructions to the class. Give students some time to read the summary. Put students into pairs and get them to try to predict the answers, or at least the kind of answer (e.g. *a noun* or *a month*).
- 2 Read the instructions to the class. Play the recording and then check the answers, writing them on the board so that students can check their spelling.
- 3 Read the instructions to the class. Give students some time to read the expressions so that they are prepared to listen. Play the recording and then check the answers.

Did you know ...?

Ask if any students have taken part in a videoconference before. Ask the class to call out the advantages and disadvantages of videoconferencing compared with face-to-face meetings.

Class bonus

Encourage students to take different roles (e.g. sales manager, marketing manager, etc.). Monitor and check for accuracy. Alternatively, you could do this using the 'goldfish bowl' approach: have one group role play the situation in the middle of the classroom. Tell students they can raise their hand to exit the role play at any point. A student waiting on the outside can then take over their role. This is a good way to keep everyone listening carefully and to ensure you hear all the language produced.

Unit 14 Good morning, everyone

Get ready to listen and speak

- Read the instructions and the words. Give students some time to read the definitions. Put students into pairs and get them to do the exercise together. Check the answers.
- Ask the class the question.
- Read the instructions to the class. Elicit/Explain the meaning of *informative*. Put students into pairs and get them to do the exercise together. Get feedback on the students' opinions in a whole-class discussion.

A Listening – Understanding the main idea

Focus students on the photo and get them to tell each other what they can see. Elicit/Explain *laboratory* (and its abbreviation *lab*) and *sustainable energy*. Focus students on the **Learning tip** at this point. Read the instructions to the class. Give students some time to read the points for all the extracts. Play the recording and then check the answers.

B Listening – Seeing the big picture

- 1 Before students begin, put them into pairs, focus them on the picture and get them to discuss what they can see. Read the instructions and then tell students that predicting topics is an important listening skill. Get students to do the exercise.
- 2 Read the instructions to the class and then play the recording. Put students into pairs and get them to compare what they predicted with what they heard. Get feedback on whether they predicted correctly or not.
- 3–4 Explain that the main *theme* is different to the main *idea*: the main theme is the general topic being discussed, while the main idea is the key argument that is expressed within that topic.
Read the questions to the class, put students into pairs and get them to answer them together. Check the answers.
- 5 Read the instructions to the class. Elicit/Explain the meanings of *consequence* and *statistics*. Give students some time to read the topics. Put students into pairs and get them to try to remember the answers. Play the recording so that they can check. Confirm the answers.

Focus on ... signposts

Before doing the exercise, tell students that signposts are useful in helping the audience of a lecture understand. Read the instructions to the class, get students to do the exercise and then check the answers. After doing the exercise, if you wish, put students into pairs and get them to list other signposts they know, and the functions they fulfil. When they finish, have them write their ideas on the board.

C Listening – Note taking

- 1 Read the instructions to the class. Give students some time to read the notes before playing the recording. Put students into pairs and get them to compare what Jorge and Cynthia have written.
- 2 Ask the pairs the question and get them to discuss the answer together. Get some feedback on the students' opinions.
- 3 Read the instructions to the class. Give them some time to read the headings of the notes. Play the recording and then put students into pairs to compare the notes they have made. Encourage them to give each other advice where possible.

Learning tip

Tell students that they should try to review their notes as soon as possible after they listen to a talk or lecture to make sure they are clear, improving them while the lecture is still fresh in their minds.

Sound smart – Emphasizing important information

Read the instructions to the class. Play the first recording and check the answers. Read the instructions for the third exercise, play the recording, get students to do the exercise and then check the answers.

D Speaking – Summarizing a talk

- 1 Read the instructions to the class. Get students to do the exercise. Check the answers.
- 2 Read the instructions to the class. Explain to students that they should use the notes they have already made to help them. Then give them some time to review their notes and prepare a summary. Next, put students into groups so that they can each give their oral summary of the lecture. Afterwards, tell them to discuss which summary they felt was the best, and why.

Class bonus

Ask students to call out topics connected with the environment, and list these on the board. Then tell each student to choose one, and give them some time to prepare their one-minute presentation. Monitor and help where necessary. Encourage them to use signposts. Group students to give their presentations to each other. Tell students to listen carefully to decide which presentation is best, and note their reasons why. If you wish, use the evaluation form on page 84 to help guide students in their assessment.

Unit 15 Good afternoon, everyone

Put students into pairs and get them to list all the classroom equipment they can see in the room. Collate what they have written on the board, encouraging students to write down any new vocabulary.

Get ready to listen and speak

- For the first two exercises, read the instructions to the class and get them to do the exercises. They may need to use dictionaries to help them with these, preferably monolingual ones. Check the answers.
- Read the instructions to the class. Put students into pairs and get them to decide together what the order of importance is. Get feedback from pairs on their decisions and reasons for them.

A Listening – Introduction

- 1 Elicit/Explain the meaning of *careers counsellor*. Read the instructions and the stages to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read the expressions. Put students into pairs and get them to try to remember the answers. Play the recording again and check the answers by writing them on the board so that students can check their spellings.

B Speaking – Getting off to a good start

- 1 Read the instructions to the class. Give students some time to do the exercise. Put students into pairs and get them to compare their answers. Check their answers.
- 2 Read the instructions to the class. Put students into pairs and get them to do the exercise together.

C Listening – Keeping on track

- 1 Read the instructions to the class. Remind them what signposts are. Give students some time to read through the extract. Put students into pairs and get them to try to predict the answers. Play the recording and then check the answers, writing them on the board so that students can check their spelling.
- 2 Read the instructions to the class. Give students some time to read through the extract so that they are prepared to listen. Play the recording and then check the answers.

Sound smart – Sounding confident

Read through the tips and explain that these will be useful in helping students to control their nerves and sound more confident. Have students identify the tips that are most useful for them, and make a personal checklist. Read the instructions. Play the recordings and then check the answers.

D Listening – Concluding your presentation

- 1 Before students begin, ask them to recall Stephanie Adams, the careers counsellor. Can they remember what she was talking about?
Read the instructions and the stages to the class. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read the phrases. Play the recording and then check the answers by writing them on the board so that students can check their spellings.
- 3 Read the instructions to the class and then play the recording so that students can repeat.
- 4 Read the instructions, play the recording and then check the answers.

E Listening – Questions and answers

Read the instructions to the class. Give students some time to read the expressions. Play the recording and then check the answers, writing them on the board so that students can check their answers. Afterwards, ask them if they can remember the questions that the audience asked Stephanie. Write them on the board and then tell them to listen again and note the answer to each question.

F Speaking – Reacting effectively to questions

- 1 Read the instructions and the expressions to the class. Ask students to call out when they might use each expression (e.g. *if they are worried about time, if they disagree*, etc). Encourage them to call out more expressions they can use for each function.
- 2 Read the instructions to the class. Elicit/Explain the meaning of *fall behind*. Play the recording and pause after a to make sure students understand what to do. Play the rest of the recording, encouraging them to use the language in Exercise 1.

G Speaking – Giving a short presentation

- 1–2 Read the instructions to the class. Give students plenty of time to develop their ideas, and to organize them. Monitor and help where necessary. Make sure they refer to the format in **Speak up!** to help them, and tell them to use language from the unit wherever possible.

Unit 16 What do you mean?

Elicit the meaning of *seminar*. Write the following on the board: *In a seminar you should...* and *In a seminar you shouldn't...* Put students into pairs, give them a set time and get them to think of as many different ways to complete the two sentences as they can, e.g. *You should take notes, You shouldn't chat*, etc. Get feedback on students' ideas.

Get ready to listen and speak

Read the instructions to the class, get students to do the exercises and then check the answers.

A Listening – Starting your seminar

- 1 Focus students on the Study skills advice. Give students some time to read it. Read the instructions and the questions to the class. Play the recording and then check the answer.
- 2 Ask the class this question.
- 3 Read the instructions to the class. Put students into pairs and get them to try to remember the answers. Play the recording again so that they can check. Confirm their answers.
- 4–5 Read the instructions to the class and put students into groups to do the exercises together. Encourage them to compare their views of Greg's talk, and to discuss any differences of opinion. Get feedback from the class.

B Listening – Presenting an argument

- 1 Read the instructions to the class. Give students some time to read the ideas. Play the recording and then check the answers.
- 2 Read the instructions to the class. Give students some time to read the statements. Put students into pairs and get them to answer the question together. Check the answer.

Did you know ...?

You may wish to demonstrate the point by talking to the students in different ways.

Sound smart – Sounding enthusiastic

Read the instructions to the class and demonstrate each way of sounding enthusiastic in turn. Play the recording and check the answer. Play the recording again so students can practise their pronunciation.

Put students into pairs and give them plenty of time to do more practice. Monitor and help where necessary. If you wish, have a short competition to find out who can sound the most enthusiastic!

C Speaking – Making a good case

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions, play the recording and then get students to do the exercise.
- 3 Read the instructions to the class. Do a as an example to make sure students understand. Get them to do the others. Monitor this exercise closely, making individual corrections as necessary.

Learning tip

Again, you may wish to demonstrate this by speaking to the class in two ways: first, by fiddling with a pen and pacing from side to side, and then, a second time, standing still and using hand gestures to help explain what you are saying. Encourage them to identify which way is more effective in aiding communication.

D Listening – Debating issues

- 1 Read the instructions to the class and do an example. Get students to write down more questions. Put students into pairs and get them to compare what they have written. Collate questions on the board, correcting grammar as necessary.
- 2 Read the instructions to the class. Play the recording. You may need to pause the CD after each question. Ask the class the question.
- 3 Read the instructions to the class. Put students into pairs and get them to try to remember Greg's answers. Play the recording so that they can check their answers. Confirm them by writing them on the board so that students can check their spellings.

E Speaking – In a discussion

- 1 Read the instructions and the expressions to the class.
- 2 Read the instructions to the class, play the recording and then check the answers.
- 3 Read the instructions to the class. Do a as an example. Get students to do the others, encouraging them to use the language in Exercise 1.

Did you know ...?

If you have a chance to take your class to a computer centre, this could be the basis of an interesting lesson. Tell students to take the VARK test themselves! Explain they should go to www.vark-learn.com, and complete the questionnaire to find out what learning style they are.

Class bonus

Tell students they are going to give a short presentation in a seminar environment. Review the stages they need to cover to make this a seminar presentation. If you wish, tell them to prepare a short presentation for homework and hold the next class as a seminar.

Extra practice

Encourage students to note the type of learner they are. They can then use this information to help guide their future studies.

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